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ABSTRACT

Based on the 1980-81 experiences of 12 rural Colorado school districts' efforts to implement the 4-day school week, this manual was written to examine the key decisions that must be considered in implementing the 4-day schedule. The manual delineates the alternatives regarding each decision, potential trouble areas, and the ways one particular decision may impact upon another decision. The order in which specified decisions should be made is spelled out, as well as who should be involved in the process and the issues and ramifications to consider. Beginning with a section on initial decisions, the manual has major sections on scheduling decisions, curriculum decisions, staffing and personnel decisions, co-curricular program decisions, fiscal decisions and evaluation, and evaluation instruments. Each section lists a specific question, provides items to consider (and pros and cons in some cases), and a worksheet to fill in with sources of additional information, questions-reactions-thoughts, and plan of action. The appendix lists districts utilizing the 4-day schedule and articles and publications on the 4-day school week. (BRR)

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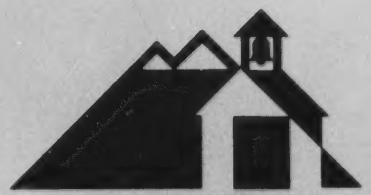

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An Administrator's Guide for Implementing the Four-Day School Week

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An Administrator's Manual for Implementing the Four-Day School Week

Introduction

A growing number of rural school districts are experimenting with a four-day school week, primarily for financial savings. These districts are facing declining enrollments and decreasing state revenues during a time of crippling inflation. The superintendents of these districts reasoned that the same instructional time could be provided in a seven-and-a-half-hour day, four days a week as in the traditional six-hour day, five days a week.

At first thought, the process of changing the school calendar seemed obvious. The administrators simply would close school one day a week and divide that instructional time among the remaining four days. The results also seemed predictable. They anticipated saving about one-fifth of the heating, utility, and transportation costs but they expected teachers would teach as always, curriculum would remain the same, and co-curricular activities would continue as usual. Nothing would really change except the number of days in the school week--at least, that is what administrators anticipated.

The realities of implementing the four-day schedule have surprised virtually everyone involved. The only aspect that was not a surprise was the realization that the schedule

can result in some budgetary savings. Beyond this, administrators found, to their amazement, that the new schedule affects attendance, the conduct of co-curricular activities, the way teachers teach, the kind of textbooks needed, and the attitude of nearly everyone. Changing the schedule in this way affects virtually every aspect of a school district's operation.

If implemented thoughtfully, the four-day schedule can improve relations between the school and the community it serves. It can provide additional time in which to offer staff development as well as an opportunity for students to gain more work experience in vocational programs. None of these advantages will happen automatically, but the changeover to the four-day schedule offers an opportunity to reevaluate the total operation of a school in fresh ways. With careful thought and advance planning, the four-day week may offer a district significant advantages.

This manual was written to help you examine the key decisions that must be considered in implementing the four-day schedule. It will provide insights based on the experiences of administrators and teachers in Colorado who have been on the four-day schedule for a year or more. The manual will delineate the alternatives regarding each decision, potential trouble areas, and the ways one particular decision may impact upon another decision.

The need for a manual such as this was noted in an extensive evaluation of districts in Colorado which utilized the four-day schedule during the 1980-81 school year. In this study, conducted by the Office for Rural Education at Colorado State University, twelve school districts were monitored to determine how the experimental schedule worked.[1] Questionnaires were administered to students, teachers, noncertified staff and parents in each district. As part of the evaluation, achievement scores were studied; energy, transportation and other budgetary items were analyzed; and each district was visited by the researchers to see how the schedule was implemented, and to look for subjective information about the four-day schedule.

The questionnaires and interviews with teachers and administrators revealed the complexity and interrelatedness of the various aspects of the implementation process. Administrators admitted candidly that if they had had the benefit of someone else's experience in initiating the schedule they could have made more appropriate decisions. In the rush to reduce their budgets they missed opportunities to improve their instructional programs. This manual is the result of their experiences. It will spell out the order in which specified decisions should be made, who should be involved in the process and the

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1. The final report of this study entitled, "An Evaluation of the Four-Day School Week in Colorado" can be purchased from the Office for Rural Education, Colorado State University, Fort Collins, Colorado 80523

issues and ramifications to consider. Space is provided for you to make notes as you read. It is hoped that the manual will help you avoid the mistakes of those who have implemented the four-day week before you and enable you to improve on their success.

An Overview of the Implementation Process

The decision to adopt the four-day week is particularly complex not only because of the large number of people affected by the decision, but also due to the breaking of a pattern that has been a time-honored tradition. It is recommended that the decision be made in several stages, each involving specific data and key people.

The first decision point should involve district administrators and the board of education. At this stage, the board of education needs to analyze appropriate data to determine the feasibility of the four-day week. If after careful investigation, the board considers it to be educationally, organizationally, and fiscally sound for their district, they should move to the second stage which would include the involvement of teachers, parents, students, non-certified employees and community leaders. The board would move to stage three, implementation, if they still support the program after the internal and external involvement during the second stage.

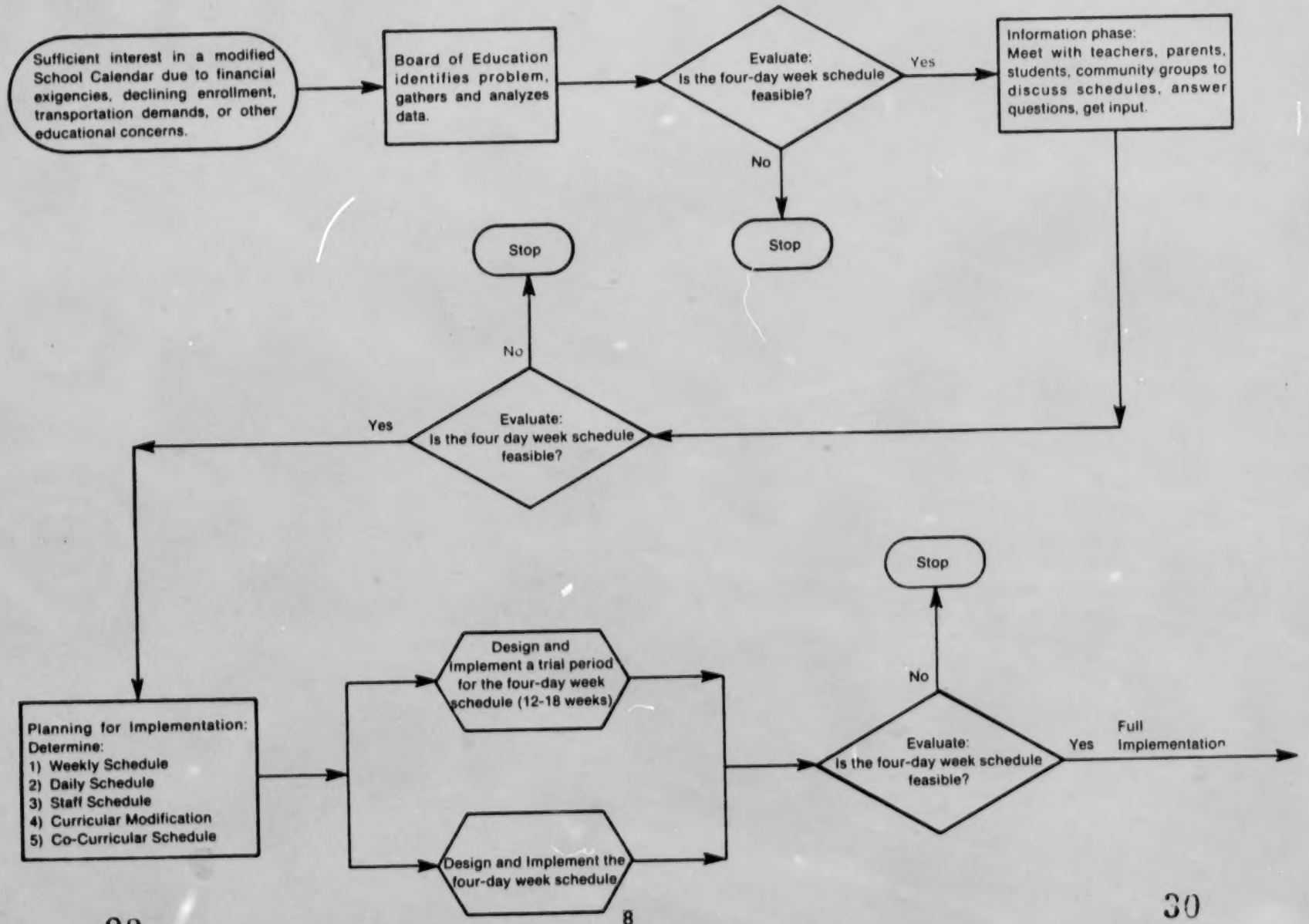
Although the impetus to consider the adoption of a four-day week may come from various sources, it remains the responsibility of the board of education to make the final decision of acceptance or rejection. The superintendent should assume the role of a professional adviser, providing guidance, gathering data, and being sure that the pros and cons of the decision are represented fairly. The board may want to visit schools utilizing the four-day week, meet with consultants, and study reports from four-day

schools. The board may choose to involve various groups in the decision-making process including teachers, parents, students, non-certified employees and other community leaders.

There appear to be two schools of thought related to the decision- making process. One suggests that all interested parties be given an equal opportunity to analyze data and make recommendations to the board with the final decision based upon consensus or at least a strong majority support. The second is that the board reserves the decision-making role and provides controlled opportunities to provide input. Based upon observations of both processes in action, it appears that due to the magnitude of the change and the numbers directly and indirectly involved, trying to reach consensus through large group meetings and free-flow input is very difficult. If the board, after careful analysis of the data and after receiving representative input, agrees that the school should adopt the four-day week, it is advised that efforts be made to carefully inform the community, encourage broad involvement in the implementation process, and propose the adoption of the program on a trial basis.

It is recommended that the program become a school or even a community program rather than being identified as the superintendent's or teachers' program. Careful involvement of leaders from various groups is important, and the ongoing involvement of board of education members is critical.

No matter which decision making format is selected, it is important that participants have a clear understanding of the roles they will play. By law, the board of education is ultimately responsible for the decision.


Sufficient interest in a modified School Calendar due to financial exigencies, declining enrollment, transportation demands, or other educational concerns.
Board of Education identifies problem, gathers and analyzes data.
Evaluate: Is the four-day week schedule feasible?
Yes
No
Stop
Information phase: Meet with teachers, parents, students, community groups to discuss schedules, answer questions, get input.
Stop
No
Evaluate: Is the four day week schedule feasible?
Yes
Planning for Implementation: Determine:
1) Weekly Schedule
2) Daily Schedule
3) Staff Schedule
4) Curricular Modification
5) Co-Curricular Schedule
Design and Implement a trial period for the four-day week schedule (12-18 weeks)
Design and Implement the four-day week schedule
Stop
No
Evaluate: Is the four-day week schedule feasible?
Yes
Full Implementation

Initial Decisions

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Specific Decision: How do I gain the support of my staff to experiment with the four-day schedule?

Considerations:

According to one superintendent whose district is in its second year with the four-day schedule, no superintendent should consider implementation of the alternative calendar without 90-95 percent of the staff favoring the change. The best way to gain that support is to have them hear from teachers who are teaching under the four-day schedule. If none can be brought in, give your staff a balanced presentation of the pros and cons of the schedule. Below are arguments collected from more than 200 teachers who have been surveyed after a year of teaching with the four-day schedule.

Arguments cited by teachers against the four-day schedule:

1. The schedule change required teachers to alter lesson plans and teaching methods. Teachers indicated they had to change the way they taught. They couldn't use the additional time each class period for study hall because they had to cover 1.25 times as much each day to make up for the lost day.

2. Many teachers indicated that they spent more time in planning and preparation for teaching under the four-day schedule than they did with the traditional schedule. This was due, in part, to the fact that the schedule was new and initial adjustments

required more preparation time. It was also due to the fact that the longer day required teachers (especially elementary teachers) to change activities more often in order to maintain student interest and attention. There was extra planning time involved in structuring these additional activities.

3. Some teachers working with slower students indicated they felt their students needed the repetition provided by the fifth day. They felt the repetition with these students was important in maximizing retention.

4. Some elementary teachers who were not in departmentalized situations complained that their students were excessively tired by the end of the day. In situations where the students changed teachers periodically this was not noted.

Arguments cited by teachers in favor of the four-day schedule:

1. Ninety-five percent of the teachers, both elementary and secondary, who have taught under the four-day schedule for a year preferred it to the traditional schedule. They cited both personal and professional reasons for their preferences.

2. The availability of the off day for personal use, was an important positive factor for teachers. While the nonteaching day was not always a free day, teachers indicated that they usually had three days a week away from school. Some districts did require

their teachers to be in the building one off-day every month for inservice sessions or parent conferences. Some teachers were also involved on a regular basis with co-curricular activities on the fifth day.

3. There were fewer student-absences under this system. Teachers appreciated having their students in school regularly. Also, if co-curricular activities were scheduled solely on the fifth nonteaching day, class time was not lost to these activities.

4. Many secondary teachers felt the lengthened class periods under the four-day schedule increased instructional efficiency. This was particularly true of project-type classes such as art, science, vocational, and physical education. In four long periods not as much time is lost to start up and take down activities.

WORKSHEET

Sources of Additional Information:

In appendix A there is a list of school districts throughout the country that are presently using the four-day schedule.

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: How should I inform the community?

Considerations:

It is important to differentiate between informing the community and getting input to assist in decision-making. Getting input is an important part of the decision-making procedure, whereas informing the community is an on-going process beginning early in the deliberation process and continuing throughout the implementation of the four-day week.

The responsibility of informing the community about the consideration, adoption, and implementation of the four-day week will probably rest primarily on the chief school administrator. Providing clear, appropriate information is important in all communities, but especially critical in small communities where teachers, board members, and community residents have close, informal contacts. Depending on the community, it is recommended that information be presented through written media when possible and through formal and informal group meetings. It appears more effective to meet with community organizations and groups as part of regularly scheduled meetings. Informal groups should be kept small enough to ensure effective, two-way communication. It is not advised to hold large group meetings to provide information and seek input because a dominant position held by an individual or a small group, whether positive or negative, may create an ineffective atmosphere and discourage two-way communication.

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Once the decision has been made to implement the four-day week, it is important to communicate the organizational aspects of the program. Parents need to know the schedule as early as possible to arrange work schedules, child care, family activities, vacations, etc.

Others in the business community, religious groups, and community services will need to adjust and plan schedules in conjunction with the school schedule.

Based on previous experience, the following are specific areas of concern raised by parents that must be addressed:

1) Daily school schedule
2) Weekly school schedule
3) Co-curricular program schedule
4) Homework expectation
5) Absence policy
6) Lunch and snack schedule
7) Transportation schedule

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Scheduling Decisions

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Specific Decision: Which weekday will school be dismissed?

Considerations:

This is a decision that you and your board will want to make together. You will want input from those responsible for co-curricular activities.

The decision whether school is dismissed on Monday or Friday involves some important tradeoffs. Making Friday the off day allows the scheduling of all co-curricular activities on that day and avoids the loss of academic time to these activities during the rest of this week. This may be a particularly good choice if the other schools in your league or conference have also implemented the four-day schedule with Friday as the off day.

Making Monday the off day offers other kinds of advantages. The majority of national holidays are celebrated on Monday so that day that will be frequently lost any way. More importantly, from a financial standpoint the Tuesday through Friday schedule will allow you to save the greatest amount of energy costs. Your gym will have to be heated for sporting events on Friday evenings regardless of which day you take off. If Monday is the off day, building thermostats can be turned down over three full days from late Friday until early Tuesday morning. If this is your decision and you want to maximize your energy savings you will need to inform your staff that if they work at school or if practices are scheduled on Monday, the building will be only minimally heated.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: Does the schedule need to be consistent throughout the year?

Considerations:

An important question that must be considered is whether more than one schedule can be used by a school during a school year. This question is raised when certain advantages of the four-day week such as energy savings during the winter months are compared to disadvantages such as co-curricular program scheduling and the increased length of school day. Several questions may be raised including: 1) can the four-day week be adopted for only part of the year, 2) if adopted, must the four-day week always consist of the same four days, and 3) can we try it for a while to see how we like it.

There has not been adequate experience to answer the previous questions conclusively, but there are some guidelines that seem important. First, it is critically important that schedules are set at the beginning of the year, published, and followed. Whether you have a mixture of four-day and five-day weeks or whether part of the year Monday is the off day and the remainder, Friday, really makes little difference as long as the schedule is known well in advance. Because so many things revolve around the school schedule for so many people, setting the school schedule early and adhering to it is important.

There are some examples of mixed schedules that are worthy of note. One Colorado district on a Monday off schedule, found it advantageous to take Friday off one week and Monday the next in order to occasionally create four-day weekends. This was done during the state

basketball tournament, hunting season and Easter weekend.

A mountain community in Colorado tried another form of mixed schedule to reduce the effects of winter weather. They scheduled five-day school weeks in the fall and late spring when the weather was good and utilized the four-day schedule from December to April when bussing was more difficult. While reducing the number of days students were on the bus in the harsh weather months, they found the early and late hours of the four-day schedule to be a problem. Winter days in the mountains are very short and picking up and delivering students in the dark was found to be undesirable.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

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Specific Decision: How long must the school day be?

Considerations:

The length of the school day that you schedule is a crucial decision. It must be made in accordance with your state accreditation standards and any regional accrediting affiliations you may have. Most states require a certain number of clock hours per pupil per year. Colorado, for example, requires 5.5 hours for pupils in grades 1-6 and six hours for grades 7-12, excluding lunch, for 180 days. The Colorado legislation enabling the experimentation with the four-day schedule stipulates that the four-day schedule provides "comparable educational opportunity and services." In this case, comparable means that the yearly schedule allows 990 hours of instructional time for elementary students (5.5 x 180) and 1080 hours of instructional time for secondary students (6.0 x 180). To comply with this in a 36-week school year and only four days per week, elementary schedules require slightly under seven hours per day for 144 days, and secondary students need 7.5 hours a day for 144 days. If all students, elementary and secondary, come and go on the same buses, then you will have a single schedule based on the longer secondary requirements.

The school day for secondary schools or for districts that put both elementary and secondary students on the same schedule, typically would begin at 8:00 a.m. and end a few minutes after 4:00 p.m. with a half-hour lunch break. If students are faced with a long

bus ride at each end of a day of this length, they may be leaving home before daylight and arriving home after dark. This will, of course, be a major concern to parents.

If it is possible to schedule the elementary students separately from the secondary, then, an 8:00 to 3:15 day for 144 days will work for the elementary school. Some districts have tried a shorter day but have scheduled thirty-seven weeks instead of the traditional thirty-six. This, of course, will reduce transportation savings. There are certainly many possibilities, but be sure you have consulted your accreditation standards.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: How long should classes be scheduled for secondary students?

Considerations:

Determining the length of class periods for secondary school requires considerable research and input from key participants. First, you need to ascertain requirements for accreditation and state funding. Most state and regional accrediting agencies require 170 to 180 days of school. You will need to investigate how much flexibility is allowed to modify the number of days in session and the length of the school day. In Colorado, legislation allowed four-day schools to vary from the required 180 days in attendance without being penalized by reduced state aid or loss of accreditation. Therefore, the first step is to find out if scheduling a four-day week will jeopardize your district.

The second phase of the decision necessitates involvement of the instructional staff. After determining minimum guidelines to meet state and regional accreditation (both North Central and State of Colorado require 200 minutes per week or 120 hours per year for one Carnegie unit or ten semester hours), you need to decide what length class period will be best for your program. The most common procedure has been to increase each class period by 25 percent, thus providing the same amount of class time in four days as in five. The assumption is that by increasing time in class by 25 percent, 25 percent more work will be accomplished. Although this may be true in laboratory oriented classes, e.g. typing, home economics, shop, and science labs it may not be true in lecture/discussion/recitation type

classes. Your staff must ask itself whether the increase by 25 percent in class time guarantees that 25 percent more material will be covered each day, whether assignments will be increased by 25 percent, and whether students will learn 25 percent more each day. The answers are going to be determined by how class time is used and by the homework policy of the district.

It would seem that two things are critical in this decision. One, that you can guarantee students are going to learn as much in a four-day setting as in five days, and two, that teachers will support the scheduling decisions made. Although there is no magic in increasing the length of each class period by 25 percent, it is apparent that class periods must be lengthened and current instructional strategies examined to determine if they are appropriate for the four-day program.

Research has identified the following pros and cons for secondary level instruction in the four-day week schedule:

PROS

1) Record keeping for attendance and tardies is cut by twenty percent.
2) A larger percentage of class time can be spent in constructive activity with less time spent on getting classes started and ending class activities.
3) Twenty percent less passing time between class periods.
4) Fewer teaching days lost due to part of the class being absent for school activities.
5) Fewer absences, both teachers and students.

CONS

1) Fatigue, due to length of school day, makes afternoon classes less valuable.
2) Concern over attention span during longer class periods.
3) Pressure to cover more material which may dictate a more teacher-centered model of teaching, discouraging student interaction.
4) The absence of one day for any reason is more critical in a four-day week than it is in a five-day week.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: How should the district schedule meals and breaks?

Considerations:

An assumption is made that if the school day is lengthened, some provision must be made to provide breaks for teachers and students. Whether the breaks include school-prepared food will depend on the board of education and community feelings. There are several options to consider. The school can investigate offering a breakfast program, either upon arrival at school or at some strategic time in the morning. This may require a modification of the hot lunch agreement and should be done only after careful examination of eligibility, cost to students, cost to school, and community acceptance. Another concern is the time needed to provide the service which will add to the already lengthened school day.

An alternative to the breakfast program would be to serve a snack in the morning or both morning and afternoon. With the reduction in milk subsidies, the cost of the snacks would have to be born by the students although the school board may decide to subsidize by paying food service salaries and charging students only the cost of the food. In either a breakfast program or a snack program, the school board will need to consider some procedure to furnish adequate nutrition for children unable to pay for their food.

An issue will be the availability of pop and candy during breaks and the opportunity to leave the school ground if a store is nearby. A careful assessment of policies and rules should be made in light of the length of the school day and community standards.

The regular noon meal schedule will probably depend on the type of food you make available to students during the breaks and when you schedule them. A common plan includes a snack at 9:30 or 10:00 a.m. and the lunch at 12:00 or 12:30 p.m. This tends to shorten the afternoon, which is helpful in the lengthened schedule.

It may be worthwhile to investigate a 10-minute break both morning and afternoon even if the school decides not to provide food. This can create supervisory problems, but it has been done successfully in many schools.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

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Specific Decision: What adjustments will the district need to make in transporting students with the four-day schedule?

Considerations:

Transportation schedules are unique to individual schools and areas so no attempt is made here to recommend specific changes. The intent is to identify several ideas for consideration.

Effective transportation for students is usually measured in the following terms:

1) Safety
2) Length of time a student is on the bus
3) Ride-time fairness
4) Convenience of routes
5) Cost effectiveness

The four-day school calendar has little effect on these factors except to magnify the potential concern. For example, safety is a primary concern in a transportation program, and extending the school day and picking up and delivering children when it is dark increases that concern. Likewise, a long bus ride is even more of a problem if the child has been in school 7 1/2 hours instead of six.

Although there are no specific solutions to these problems, the following have been

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implemented in some school transportation programs:

1) Shorten the school day during the short day months to pick up and deliver children during the daylight hours. (This may require lengthening the school year a week or two. This will, of course, affect costs).
2) Rely on parents to transport children to common staging points.
3) Purchase smaller buses, vans, etc., that will allow more, but shorter, routes. The higher efficiency of these vehicles will compensate for additional cost of driver's salaries.
4) Reliance on parents to transport children when routes are inconvenient; providing reimbursement will be less expensive than running the bus.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Curriculum Decisions

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Specific Decision: How can the district insure that the instructional time at the elementary level is quality time?

Considerations:

Lengthening the school day will have some significant effects on the way elementary teachers teach and how they organize their student's time. Experience shows that even children as young as first graders can learn and remain attentive through a school day that runs from 8:00 a.m. to 4:00 p.m.. Experience, however, shows that success with a longer schedule does not happen without careful thought and planning.

If your teachers teach in self-contained classrooms, instructing the same children all day, they will be particularly in need of suggestions to make the schedule work. Undoubtedly, this is the most challenging instructional situation at the elementary level. Students and teachers need a change of pace and routine. If you have one teacher per grade level you may want to experiment with a situation where each grade level teacher takes his or her students in the morning for academic subjects such as reading, arithmetic, spelling and phonics. This "rigorous" time would only be interrupted for a snack break and short recess. After lunch time another pattern could be employed. Students in different grade levels may be combined and the students rotated from teacher to teacher every thirty minutes for a variety of activities such as art, creative writing, and story time. This kind of schedule will guarantee attention to the basics when

students are likely to be fresh. As attention spans begin to wane, students move to a new teacher and a new activity. The change of pace helps renew attentiveness.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

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Specific Decision: How can the district ensure that the instructional time at the secondary level is quality time?

Considerations:

Lengthening secondary class periods will have some important effects on teachers' instructional strategies. The combination of longer class periods (60-65 minutes in length) and meetings four days per week rather than five will require a modification in both the amount of content presented in a daily lesson and how the class time is used.

The longer class period will not affect the teaching of all subjects in the same way. For example, in subjects that are project-centered or which involve substantial amounts of equipment such as art, shop, science or home economics, teachers will actually have more instructional time. Although the total number of minutes for the week may be exactly the same as in the traditional schedule, there will be one less time to put equipment up and take it down, thus, more time to actually teach. Teachers of these subjects typically do not feel the need to adjust the way they teach. They have to be aware that one-fourth more must be accomplished each day. Because these classes are more activity oriented, there does not seem to be any noticeable loss in student attention with the longer period.

Teachers of classes such as literature and social studies, where students are not as actively involved, will find they have to make more substantial changes in their teaching methods. Because student attention span is shorter in teacher-centered classes, lesson

plans will need to be adapted to include varied activities. Sixty minutes of straight lecture or discussion should be avoided. If teachers do lecture, they should be encouraged to do so for fifteen minutes or twenty minutes. Then they should move into a group activity for another twenty minutes, and finally, a class discussion or some other activity for the remaining time. Creative ways to break up these longer class periods can be an excellent topic for a teacher in-service or two early in the school year.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: How will the four-day schedule affect homework policy?

Considerations:

The policies that are set regarding homework will be important in maintaining the quality of education in your district as you implement the four-day week schedule. The amount of homework required by different teachers will vary just as much in the four-day week as in the five-day week. A policy, therefore, is designed to present a guideline rather than a requirement that all teachers must follow.

The two factors that must be considered when developing a homework policy are the impact of the lengthened school day on time available in the evening for study, and the necessity to accomplish, educationally, in four days what was previously done in five days. With the school day lengthened by at least an hour and a half and adding to that travel time to and from school, co-curricular program responsibilities, and responsibilities at home or on a job, it is not realistic to expect secondary students to be able to complete very much work outside of class during the school week. It is probably more feasible to expect students to complete additional out-of-class work over the extended three-day weekend. This policy might create problems for students choosing to use the off day to work, but that would be no different than a student working after school or in the evening during the conventional five-day week.

There is the possibility that teachers will use the additional time added to each class period for homework, but if that is done it would mean the teacher-directed instructional time available in the four-day week is considerably less than in the five-day week.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

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Specific Decision: How can the four-day schedule be used to improve vocational programs?

Considerations:

The four-day schedule will require some restructuring of the vocational programs but experience suggests that it has the potential to improve these programs. The longer periods in the four-day schedule will facilitate the projects and hands-on activities which characterize these classes.

The fifth day, when school is not in session, can be used for work experience and cooperative-type programs. The districts implementing the four-day schedule in Colorado reported that 36 percent of their high school students utilized the fifth day to gain work experience for which they were paid and another 58 percent were involved in work experiences in which they were not paid. The fifth day provides a valuable opportunity for the vocational programs because it is a day when the employers of a community are open for business, and, at the same time, your students are available to learn from the world of work.

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Staffing and Personnel Decisions

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Specific Decision: How should the district schedule administrative and support staff?

Considerations:

Two models have been used by four-day week schools to schedule administrative and support staff. Schools primarily concerned with energy savings (heat and electricity) elected to completely close the building over the three-day weekend. The second model provided that the administrative offices remained open on a regular five-day schedule and custodial and maintenance workers used the day when students were not in attendance as a regular work day.

In the first model, it is expected that the building remain vacant over the three-day weekend. Teachers, coaches, administrators, custodians and community organizations would be discouraged or even prohibited from using the building. This contributes to maximum energy savings and limits transportation for both school and families because no one would need to go to the school for any reason. The regular day in the four-day week would be expanded to accomplish the same amount of work as in a five day week.

Those keeping the school open on the fifth day have decided the advantages outweigh the additional energy costs. The most common practice has been to keep administrative offices open with secretarial staff working a normal day. Additionally, custodial and maintenance operations proceed on a regular schedule on the day students are not in attendance.

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Two important issues must be considered when a scheduling decision is made. First, the board must decide the issue of compensation. The decision to extend the school day in the four-day week schedule may also extend the regular work day for secretarial and custodial workers. To require them to work the fifth day would require additional compensation and, in some cases, at an overtime rate. It would appear that a compensation system based on hourly pay rather than monthly pay for noncertified employees would be easier to administer in a four-day week schedule.

The second issue concerns the administration work schedule. If the extended school day in the four-day week increases daily responsibilities, it is unreasonable to expect the administrative staff to work a regular day schedule on the day the school is closed. Realistically, though, if school offices are open, the community will expect administrators to be working. It is recommended that this issue be discussed and clarified by the board of education prior to adopting the four-day week, and that policies are developed and published.

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: What should the district require of the teaching staff in regard to the off day?

Considerations:

You will want to consider this issue very carefully and have a decision made before implementing the program. If not handled properly this can become a volatile issue between teachers and members of the community.

It is important to reason from the fact that your teachers are teaching the same amount of time in the four-day schedule as they did previously in five days. This probably dictates that the off day be treated just like weekends on a regular schedule.

You may consider a more innovative way to use the off day if you can get staff and board support. The off day provides an excellent opportunity for both formal and informal staff development. Informal activities could include individual planning and resource development. This will likely occur if teachers and administrators are expected to be in the building working on the off day. Formal in-service and development activities can also be scheduled on the off day with no interruption by regular classroom instruction.

The issue you must resolve is: can you increase a teacher's responsibility over the four days school is in session and also expect them to report to work on the off day? Perhaps one or two days per month allotted to staff development can be negotiated with the staff.

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You can be sure that if the time is either optional or not scheduled, and you try to implement a program requiring time above and beyond the four days, there will be legitimate resistance.

Underlying this decision is the rationale for adopting a four-day week. If the reason is to reduce energy costs, the decision will probably be to schedule all activities in the four-day week and consider the off day to be a day free of responsibilities. If the reason for adopting the four-day week includes an attempt to find ways to decrease the expenses of energy and increase the percentage of the budget spent for instruction-related items, the use of the off day will be explored more carefully.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Co-Curricular Program Decisions

Specific Decision: How should the district schedule athletic practice time?

Considerations:

There are two important issues to be considered in scheduling athletic practice in the four-day week. One, how will the off day be used, and two, how will the lengthened day affect after-school practice? The use of school facilities on the off day is an issue that will require a school board decision after considerable input from all involved. The options are 1) close the building and allow no student use, 2) turn the heat down as if the building were vacant, and allow use at the supervisor's discretion, and 3) lower the heat substantially but allow regular practices and activities, keeping heating at the lowest level acceptable for the activity.

The use of the building, requiring lights, hot water, and some heat, will definitely erode the savings possible in a strictly enforced four-day week, but the expense may be worth it by enabling certain activities to be scheduled. Coaches will be very concerned with the potential of losing one practice day a week (Tuesday - Friday schedule) and will be very persistent in securing a school policy enabling them to conduct practices in the most normal fashion possible. In a community where athletic tradition is strong, it may be politically undesirable to force the strict closure of the facilities.

Potential areas of conflict are 1) cases in which a coach declines to have practice when the community expects it, 2) required practices that may interfere with students' work

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schedule or other family activities, and 3) the additional expense for families to transport students to school on the off day for practices. As you can see, a Monday-Thursday schedule with Fridays off eliminates most of these problems.

Practice time at the end of a long day and the problem of scheduling all activities into the gymnasium are other issues that must be carefully worked out. Many schools have dealt with the problem of the lengthened day by scheduling athletics during the last period of the school day, although this erodes the extended day schedule necessary to provide adequate instructional time in the four-day week. Scheduling the gymnasium for varsity, junior varsity, and junior high athletics requires participation of all coaches involved. Priority will have to be given to varsity athletes with men's and women's programs treated equally. Junior high practices may be scheduled as part of physical education time during the regular day, although this cuts into instructional time and negatively affects the physical education curriculum.

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WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: How should the district schedule interschool athletic competition?

Considerations:

Interschool athletic competition is usually a contractual agreement with schedules often dependent on the state activities association, and league or conference schools. Because of this interdependence, athletic scheduling is facilitated in situations where all or most schools in a league convert to the four-day schedule.

An important assumption in scheduling the four-day week is that there will be a minimum of classroom interruption from co-curricular activities. Games, travel, and practice should not cause students to miss any class time except in those situations that are beyond the scheduling control of the school.

Schools that elect to have Friday as the off day find they are able to use as much of the day as needed for travel. Many have also chosen to plan as many activities at one site of competition as possible, scheduling varsity men and women, junior varsity, and junior high games the same day. Although this type of scheduling creates a long day and potential supervisory problems, it facilitates travel arrangements and saves money not only for the school, but for parents and fans who travel to the games.

WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Fiscal Decisions and Evaluation

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Specific Decision: Where can the district expect to save money with the four-day schedule?

Considerations:

Two types of savings can be expected with the implementation of the four-day week. Transportation will show an overall reduction of twenty percent with bus maintenance being reduced about eighteen percent and gasoline usage declining twenty-two percent. Experience also shows that savings will be realized in heating fuel and utilities. Electrical use typically drops by twenty-three percent. Heating fuel savings will depend on which day of the week is the off day. Greater savings will result from making Monday the off day. This is because most sports events are scheduled on Fridays, whether it is a school day or not. On the Friday off schedule, many administrators found they could not turn the thermostat down if a game was scheduled that night, so energy savings were compromised.

Your district will probably not see any significant overall savings in salaries. The four-day schedule should not affect the salaries of your teaching staff. It should reduce substitute teacher costs by approximately twenty-five percent. This savings and a similar savings in bus driver salaries will probably be offset by slightly higher expenses for food service personnel and clerical staff. Custodial expenses may increase slightly, too, though this may be due to a better level of maintenance that is possible with the building

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empty one working day a week.

Although one of the primary reasons for adopting the four-day schedule is to save money, it may be better at the outset to consider reallocating these savings rather than cutting them entirely from the budget. The reasoning for this suggestion centers on this being an experimental program. There is no guarantee that the community will support the four-day schedule on a long-term basis. It would be better to place the savings in a contingency fund rather than actually reducing the budget and later have to recommend a tax increase if your district wished to return to a five-day calendar. One obvious way to use these savings would be to improve instruction. This could be approached in many ways. You can increase the number of aides, or curriculum materials, or additional staff time for in-service or curriculum development projects. The four-day schedule can directly improve the educational opportunities for your students.

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WORKSHEET

Sources of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Specific Decision: How should the district evaluate the experimentation with the four-day schedule?

Considerations:

It will be important to plan the strategy for evaluating the four-day schedule well before you implement it. While intuitive or impressionistic judgments about the schedule will have their place, some kinds of data will be indispensable in helping you reach a reasoned decision about the schedule's performance in your district.

The most important data will, of course, be achievement data. You should be planning to assess a broad range of achievement for all grade levels each spring that you are on the experimental schedule. In order to make sense out of this information, however, you should have scores from the same test of achievement for each grade level (or as many grade levels as possible) for at least two years prior to going on the schedule. Previous student performance is necessary to establish the baseline or pattern with which to compare performance on the four-day schedule.

When you have test data for two years prior to implementing the four-day schedule and test data for at least one year on it, the results can be analyzed longitudinally. Follow the results of the same group of students over a three year period or longer. For example, assume you implement the schedule in the fall of 1982. Compare the performance of seventh graders for the 1981-82 year on the four-day schedule with the performance of sixth

graders in 1980-81 and fifth graders in 1979-80. Figure 1 graphically compares math achievement scores for students in three different school districts over a three year period.

Besides achievement test data, you will want parent, teacher, and student reactions to the schedule in your evaluation plan. Forms that have been utilized in other districts for this purpose are included in the back of the manual. Use or adapt them in any way that fits your needs.

WORKSHEET

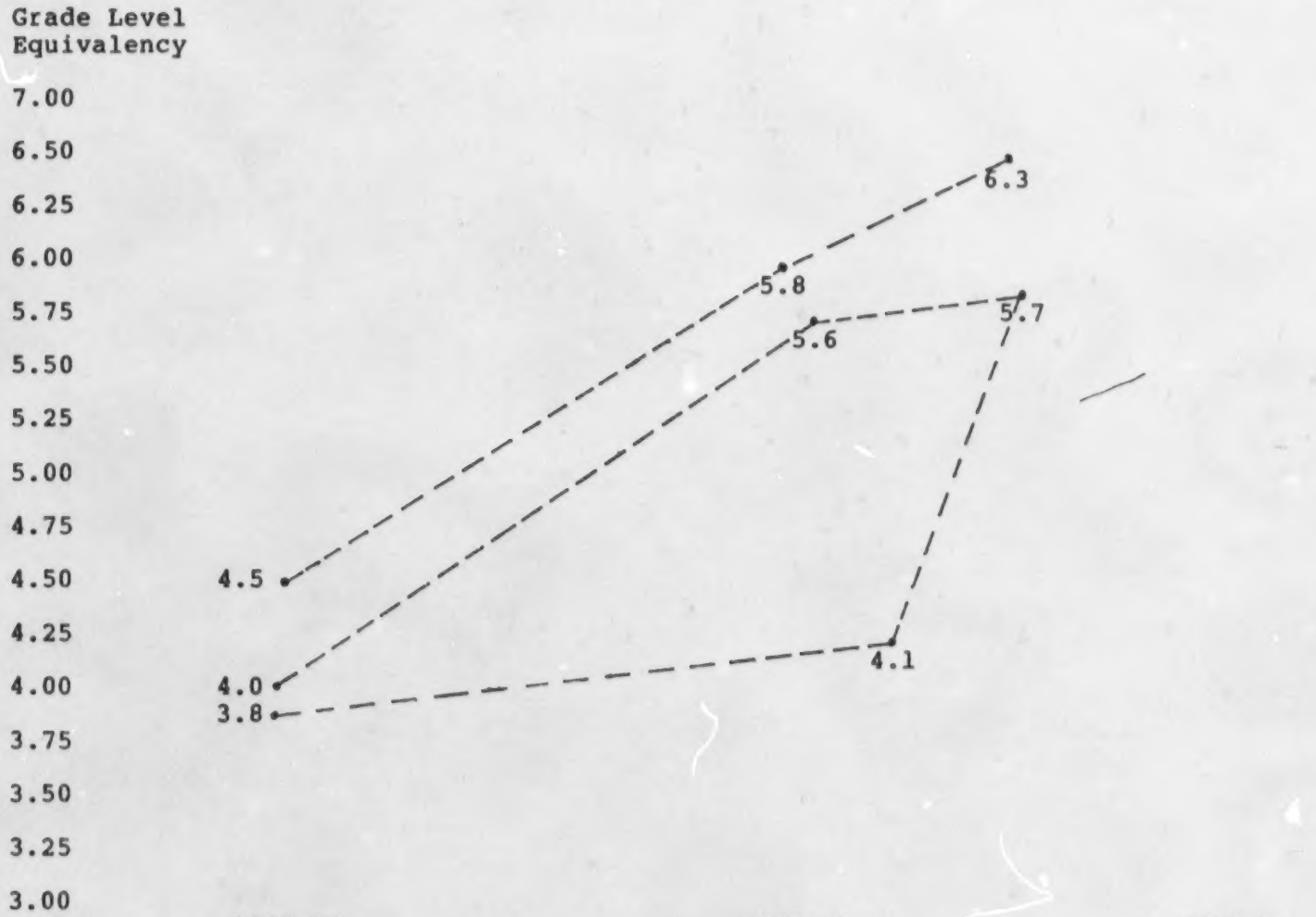
Scurces of Additional Information:

Questions, Reactions, Thoughts:

Plan of Action:

Figure 1

Comparison of Math Achievement Scores (ITBS) for 3rd Graders in 1978-79, with 4th Graders in 1979-80, with 5th Graders in 1980-81. (Three Districts. Tests administered in April of each year.)



Evaluation Instruments

Office for Rural Education
Colorado State University
Alternative School Calendar Study
Form A

STUDENT OPINIONNAIRE

GRADES 4-8

1981

Write in your school district reference number. Now, darken the appropriate circle to the right of each written digit	0 1 2 3 4 5 6 7 8 9 O O O O O O O O O O O O O O O O O O O O
Now, darken the circle indicating your grade level	K 1 2 3 4 5 6 7 8 O O O O O O O O O

Directions: Use a soft lead pencil (preferably No. 2). Do not use ink. Mark your answers by filling in the circle next to the response you want to make. There are no right or wrong answers. Pick the one that is best for you.

1. In comparison to last year, how well do you like school this year?

   O Much better this year
   O Better this year
   O About the same
   O Worse this year
   O Much worse this year

2. In comparison to last year, how well do you like the schedule this year?

   O Much better this year
   O Better this year
   O About the same
   O Worse this year
   O Much worse this year

3. How do you feel about the length of the school day?

   O Much too long
   O Too long
   O About the right length
   O Too short
   O Much too short

4. Compared to last year, how well are your teachers teaching?

O Much better this year
O Better this year
O About the same
O Not quite as well this year
O Definitely not as well this year

5. Compared to last year, how often are you absent?

O Much less this year
O Somewhat less this year
O About the same
O Somewhat more this year
O Much more this year

6. Compared to last year, how much time do you spend doing things together with your family?

O We spend much more time together this year
O We spend somewhat more time together this year
O We spend about the same this year as last
O We spend less time together this year
O We spend much less time together this year

7. Compared to last year, how much have you learned in school this year?

O Much more this year
O Somewhat more this year
O About the same this year as last
O Somewhat less than last year
O Much less this year

8. On the weekday when you are not in school, what do you do with your time? Select three things from the following list that you usually do during the weekday time you are not in school.

O Study
O Read
O Work on hobbies
O Just "goof around"
O Play games including sports
O Work at home (not for pay)
O Work for pay
O Watch TV
O Listen to radio or records

9. How many times this year have you used your day off from school to do something which you would have missed school to do last year? Some examples would be for doctor or dental appointments, special hunting seasons, etc.

O 5 or more times
O 3 to 5 times
O Once or twice
O None at all

10. I recommend the district

O Continue with the calendar as it is now
O Continue with the alternative calendar with certain modifications
O Discontinue the plan and return to the calendar we had last year

Office for Rural Education
Colorado State University
Alternative School Calendar Study
Form B

STUDENT OPINIONNAIRE

GRADES 9-12

1981

Write in your school district reference number. Now, darken the appropriate circle to the right of each written digit	0 1 2 3 4 5 6 7 8 9 O O O O O O O O O O O O O O O O O O O O
Now, darken the circle indicating your grade level	9 10 11 12 O O O O

Directions: Use a soft lead pencil (preferably No. 2). Do not use ink. Mark your answers by filling in the circle next to the response you want to make. There are no right or wrong answers. Pick the one that is best for you.

1. In comparison to last year, how well do you like school this year?

   O Much better this year
   O Better this year
   O About the same
   O Worse this year
   O Much worse this year

2. In comparison to last year, how well do you like the schedule this year?

   O Much better this year
   O Better this year
   O About the same
   O Worse this year
   O Much worse this year

3. How do you feel about the length of the school day?

   O Much too long
   O Too long
   O About the right length
   O Too short
   O Much too short

4. Compared to last year, how well are your teachers teaching?

O Much better this year
O Better this year
O About the same
O Not quite as well as last year
O Definitely not as well as this year

5. Compared to last year, how often are you absent?

O Much less this year
O Somewhat less this year
O About the same
O Somewhat more this year
O Much more this year

6. Compared to last year, how much time do you spend doing things together with your family?

O We spend much more time together this year
O We spend somewhat more time together this year
O We spend about the same this year as last
O We spend less time together this year
O We spend much less time together this year

7. Compared to last year, how much have you learned in school this year?

O Much more this year
O Somewhat more this year
O About the same this year as last
O Somewhat less than last year
O Much less this year

8. On the weekday when you are not in school, what do you do with your time? Select three things from the following list that you usually do during the weekday time you are not in school.

O Study
O Read
O Work on hobbies
O Just "goof around"
O Play games including sports
O Work at home (not for pay)
O Work for pay
O Watch TV
O Listen to radio or records
O Drive around

9. How many times this year do you estimate that you used your day off from school to do something which in a five-day school week you would have had to miss school for? Some examples would be doctor or dental appointments or special hunting seasons, etc.

O 5 or more times
O 3 to 5 times
O Once or twice
O None at all

10. Compared to last year, how would you describe your personal use of energy? (Things like gas for cars, electricity at home, etc.)

O I use much more this year
O I use somewhat more this year
O I use about the same
O I use somewhat less this year
O I use much less this year

11. I recommend the district

O Continue with the calendar as it is now
O Continue with the alternative calendar with certain modifications
O Discontinue the plan and return to the traditional calendar

Form C
School District Reporting _____
Grade Level That You Teach _____

CERTIFIED STAFF OPINIONNAIRE

1981

The purpose of this opinionnaire is to obtain your reaction to the alternative calendar we used this year. You should consider each statement to begin with the phrase "because of the alternative calendar . . ." Should you wish to add interpretive comments in the margin, please do so.

1. My effectiveness as a teacher has

   a. increased a lot
   b. increased somewhat
   c. not changed
   d. decreased somewhat
   e. decreased a lot

2. Student achievement has

   a. increased a lot
   b. increased somewhat
   c. not changed
   d. decreased somewhat
   e. decreased a lot

3. Student attitudes toward school are

   a. much more positive
   b. somewhat more positive
   c. not changed
   d. somewhat less positive
   e. much less positive

4. Student behavior in school has

   a. improved a lot
   b. improved somewhat
   c. not changed
   d. worsened somewhat
   e. worsened a lot

5. Community support for the schools is

   a. much stronger
   b. somewhat stronger
   c. not changed
   d. somewhat weaker
   e. much weaker

6. My attitude toward teaching has

   a. improved a lot
   b. improved somewhat
   c. not changed
   d. worsened somewhat
   e. worsened a lot

7. The time I spend on tasks such as lesson planning, grading, and instructional material preparation has

   a. increased a lot
   b. increased somewhat
   c. not changed
   d. decreased somewhat
   e. decreased a lot

8. My methods of teaching have changed in the following ways: (Check as many as apply to you.)

   ___ I give more homework.
   ___ I lecture more.
   ___ I give more time to study in class.
   ___ I use more time in class discussion.
   ___ I give less homework.
   ___ I give more individualized work.
   ___ I spend more time reviewing.
   ___ My methods have not changed.

9. What do you do with your time on the weekday when school is not in session? Check three things from the following list that you most often do with this day.

   ___ Grade papers
   ___ Prepare instructional materials
   ___ Shopping
   ___ Relaxing
   ___ Things I would normally have to take a personal or sick day to do (i.e., dentist and doctor appointments).
   ___ Professional development or in-service activities

10. The quality of in-service or professional development in the district has

    a. increased a lot
    b. increased somewhat
    c. not changed
    d. decreased somewhat
    e. decreased a lot

11. The job of teaching has

    a. become much easier
    b. become somewhat easier
    c. no change
    d. become somewhat more difficult
    e. become much more difficult

12. What things do you like about the alternative calendar?

    _____
    _____
    _____

13. What things do you dislike about the alternative calendar?

    _____
    _____
    _____

14. I recommend the district

    a. Continue with the calendar as it now is
    b. Continue with an alternative calendar with certain modifications
    c. Discontinue the plan and return to the traditional calendar

15. What modifications would you recommend in the plan?

    _____
    _____
    _____

Form D
School District Reporting _____

NONCERTIFIED STAFF OPINIONNAIRE

1. What is your job title? _____

2. Has the alternative school calendar made your job easier or more difficult to perform?

   a. Much easier
   b. Easier
   c. No change
   d. More difficult
   e. Much more difficult

3. What effect has the alternative calendar had on the attitude of the students in school? The alternative calendar has resulted in:

   a. Much improved attitude
   b. Somewhat improved attitude
   c. No change
   d. Somewhat poorer attitude
   e. Much poorer attitude

4. What is your general feeling about the alternative calendar?

   a. It is a very good idea.
   b. It is generally a good idea.
   c. It is no real improvement.
   d. It is generally not a good idea.
   e. It is a very poor idea.

5. What things do you like about the alternative calendar?

   _____
   _____
   _____

6. What things do you dislike about the alternative calendar?

   _____
   _____
   _____

7. As a result of the alternative calendar, has the number of hours that you are employed by the school district

   a. increased
   b. remained the same
   c. decreased

8. As a result of the alternative calendar, has your pay

   a. increased
   b. remained the same
   c. decreased

9. I recommend that the district

   a. continue with the calendar as it is now
   b. continue with an alternative calendar with certain modifications
   c. discontinue the plan and return to the traditional calendar

Form E
School District Reporting _____
One Parent Household _____
Two Parent Household _____

PARENT OPINIONNAIRE

Answer each question by circling the letter of the answer that states best how you feel. If you have more than one child in school and your response to any questions differs depending on which child's experience you consider, please note this in the margin next to the question.

1. Please indicate how many children you have in each grade level.

   K____ 1____ 2____ 3____ 4____ 5____ 6____

   7____ 8____ 9____ 10____ 11____ 12____

2. The alternative calendar has

   a. posed many new problems for our family
   b. posed a few new problems for our family
   c. posed no problems whatsoever for our family

3. The alternative school calendar has

   a. enabled us to do many more things together as a family
   b. enabled us to do a few more things together as a family
   c. not affected our family life
   d. interfered somewhat in our doing things together as a family
   e. interfered a great deal in our doing things together as a family

4. What effect has the alternative calendar had on family net income? (Total income less expenses) Our family net income has

   a. increased significantly
   b. increased somewhat
   c. not changed
   d. decreased somewhat
   e. decreased significantly

5. Compared to last year, the school attendance of our children is

   a. much improved this year
   b. somewhat improved this year
   c. not changed
   d. not quite as good this year
   e. not nearly as good this year

6. What effect has the alternative calendar had on your children's attitude toward school?

   a. Much better attitude this year
   b. Somewhat better attitude this year
   c. No change
   d. Somewhat worse attitude this year
   e. Much worse attitude this year

7. What effect has the alternative calendar had on your children's performance in school?

   a. Much better
   b. Somewhat better
   c. No difference
   d. Somewhat poorer
   e. Much poorer

8. What effect has the alternative calendar had on the energy use by your family? (Consider such things as gasoline use for the family.) As a family, we have:

   a. Greatly increased our use of energy
   b. Increased our energy use somewhat
   c. Not changed our energy use
   d. Decreased our energy use somewhat
   e. Greatly decreased our use of energy

9. What effect has the alternative calendar had on parent-school relationships? With the new calendar, parent-school relationships are:

   a. Much improved
   b. Somewhat improved
   c. Unchanged
   d. Somewhat worse
   e. Much worse

10. Have your children used the time that they are not in school constructively?

a. Yes, very much so
b. Yes, to some degree
c. Not especially
d. No, not at all

11. On the week day this year when your children are not in school, what do they do with their time? Check three activities from the following list that most closely describe what they do with their time.

___ Study
___ Read
___ Work on hobbies
___ Play games including sports
___ Work at home (not for pay)
___ Work for pay
___ Watch TV
___ Listen to radio or records
___ Drive around
___ Just "goof around"

12. What is your general feeling about the alternative calendar? It is:

a. A very good idea
b. Generally a good idea
c. OK but no real improvement
d. Generally not as good as the regular calendar
e. Definitely not a good idea

13. What specific things do you like about the alternative calendar?

_____
_____
_____

14. What specific things do you dislike about the alternative calendar?

_____
_____
_____

15. I recommend the district

a. continue with the calendar as it is now
b. continue with the calendar with certain modifications
c. discontinue the plan and return to the traditional calendar

Appendix A

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SELECTED LIST OF SCHOOL DISTRICTS USING THE FOUR-DAY SCHEDULE

1. Boulder Valley School District Re2
   (Teen-Parenting School)
   6500 Arapahoe
   P.O. Box 9011
   Boulder,CO 80301

2. Branson Reorganized School District 82
   Branson, CO 81027

3. Calhan School District RJ1
   P.O. Box 21
   Calhan, CO 80808

4. Cheraw School District 31
   Cheraw, CO 81030

5. Cimarron School District
   P.O. Box 605
   Cimarron, NM 87714

6. Cotopaxi School District Re3
   P.O. Box 385
   Cotopaxi, CO 81223

7. Custer County Consolidated School District C-1
   P.O. Box 211
   Westcliffe, CO 81252

8. Deerfield Public Schools
   Deerfield Center
   Deefield, NH 03037

9. Eads School District Rel
   P.O. Box 877
   900 Maine
   Eads, CO 81036

10. East Grand School District 2
    P.O. Box 125
    Granby, CO 80446

11. Edison School District 54 Jt.
    Yoder, CO 80864

12. Elbert School District 200
    P.O. Box 38
    Elbert,CO 80106

13. Hanover School District 28
    17050 Peyton Highway
    Colorado Springs, CO 80909

14. Hoehne Reorganized School District 3
P.O. Box 91
Hoehne, CO 81046

15. Karval School District Re23
P.O. Box 272
Karval, CO 80823

16. La Veta School District Re2
P.O. Box 85
126 East Garland Street
La Veta, CO 81055

17. Mesa County Valley School District 51
2115 Grand Avenue
Grand Junctin, CO 81501

18. Ogden Utah Public Schools
2444 Adams Street
Ogden, UT 84401

19. Park County School District Re2
P.O. Box 188
Fairplay, CO 80440

20. Peyton School District 23 Jt.
Peyton, CO 80831

21. Primero Reorganized School District 2
RFD 1
Weston, CO 81091

22. Pritchett School District Re3
P.O. Box 7
Pritchett, CO 81064

23. Seibert School District R2
P.O. Box 116
Seibert, CO 80834

24. Strasburg School District 31J
P.O. Box 207
Strasburg, CO 80136

25. Vilas School District Re5
Vilas, CO 81087

26. Vona School District R3
P.O. Box 8
Vona, CO 80861

27. Weldon Valley School District Re20 (J)
P.O. Box 668
Weldona, CO 80653

28. Woodlin School District R104
Star Route Box 185
Woodrow, CO 80757

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SELECTED ARTICLES AND PUBLICATIONS ON THE FOUR-DAY SCHOOL WEEK

Richburg, Robert W. and Robert W. Edelen, An Evaluation of the Four Day School Week in Colorado. Fort Collins, Colorado: Office for Rural Education, 1981.

Richburg, Robert W. and Douglas D. Sjogren, "The Four-Day School Week," Phi Delta Kappan LXIII, May 1982. 622-5.

Richburg, Robert W. and Douglas D. Sjogren, "Improving Education Through Schedule Modification," National Association of Secondary School Principals Bulletin (in press Spring 1982.)

Stemnock, Suzanne K. The Four-Day School Week., Arlington Virginia: Educational Research Service, Inc. 1975.